R E P O R T R E S U M E S

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SPEECH-COMMUNICATION LEARNING SYSTEM. VOLUME ONE, LEARNER'S HANDBOOK.

BY- HEINBERG, PAUL AND OTHERS

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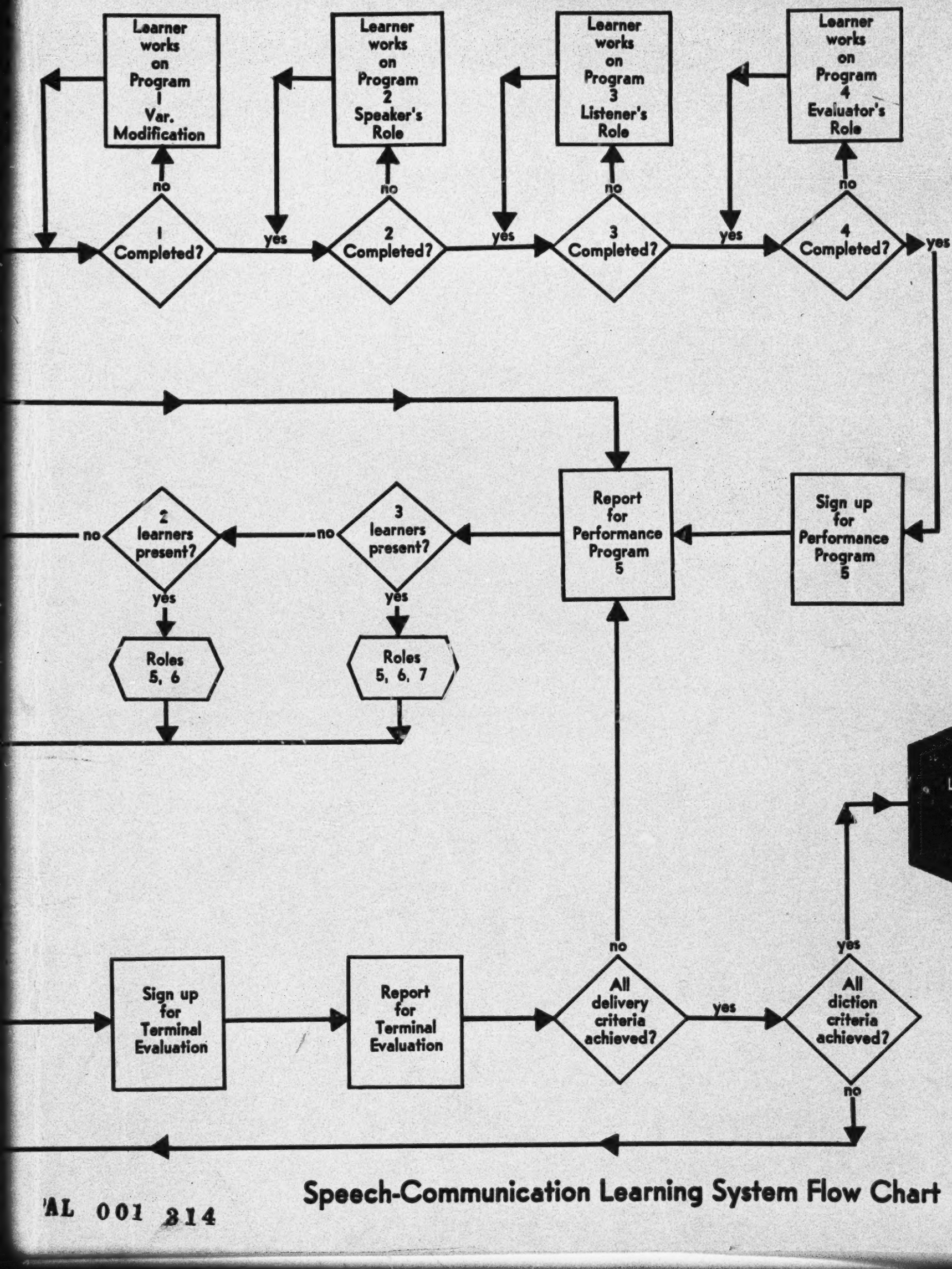
THIS PROGRAMED "LEARNER'S HANDBOOK" IS DESIGNED TO BE USED IN THE "SPEECH-COMMUNICATION LEARNING SYSTEM" IN THE SPEECH COMMUNICATION CENTER AT THE UNIVERSITY OF HAWAII. THE PURPOSE OF THE COURSE, INTENDED PRIMARILY FOR SPEAKERS OF NON-STANDARD ENGLISH DIALECT IN HAWAII, IS TO "DEVELOP A STYLE OF SPEECH WHICH IS INTELLIGIBLE AND ACCEPTABLE IN A WIDE VARIETY OF SITUATIONS THROUGHOUT THE UNITED STATES." THE MAJORITY OF LEARNERS COMPLETE THE ENTIRE "LEARNING SYSTEM" IN 10 TO 15 HOURS, USING THE PROGRAMED MATERIAL AND TAPES WITH GUIDANCE FROM A "TUTOR" AND A PROGRESS "EVALUATOR." VARIABLES SELECTED FOR TESTING ARE--(1) EYE-CONTACT, (2) LOUDNESS, (3) VOICE-QUALITY, (4) PITCH, (5) RATE OF SENTENCE PRODUCTION, AND (6) ARTICULATION. THE APPROACH IS INNOVATIVE, EMPHASIZING AN AWARENESS OF PARALINGUISTICS, RATHER THAN THE LINGUISTIC CONTENT AND FORM OF ENGLISH. (AMM)

Volume One: Learner's Handbook



Speech-Communication Learning System Flow Chart

'AL 001 314

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S P E E C H - C O M M U N I C A T I O N

L E A R N I N G S Y S T E M

Volume One

Learner's Handbook

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PROGRAM A

ORIENTATION

IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions.

SPECIFIC OBJECTIVES

1. Provides the learner with a statement of the purposes of the Speech-Communication Learning System.
2. Provides the learner with an estimate of the time needed to complete all phases of the learning system.
3. Informs the learner about the standard procedures and materials used in the learning system.
4. Provides the learner with instructions for completing the learner data sheet.

RESPONSE SECTION

1. The purpose of the speech-communication system is to help persons achieve more I N _ _ _ _ _ _ I B L E and A C C _ _ _ A B L E speech-communication behavior.
2. The majority of learners achieve all of the objectives of the entire learning system in _____ to _____ hours.
3. The materials you need for any one of the one-person Preliminary Programs are the Learner's H A N D _ _ _ _ and the appropriate taped P R O _ _ _ _.
4. You should keep a record of your progress in the learning system by entering data on the data sheet after each L E _ _ _ _ _ _ session.

LEARNER DATA SHEET

NAME: _____ (Last) _____ (First) _____ (Initial)

DATE: ___/___/___ (Mo. Day Year)

LEARNER'S SYSTEM NUMBER: _____

LEARNER I.D. DATA

ADDRESS: _____ (Street) _____ (City) _____ (State) _____ (Country) _____ (Zip Code)

TELEPHONE: _____

AGE: _____

SEX: _____ M _____ F

Circle Highest School Level Completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5
(Elementary) (Secondary) (College) (Grad)

Have you ever attended a clinic for Speech Correction? ☐ Yes ☐ No

If YES, was this partly due to a hearing loss? ☐ Yes ☐ No

Is English your native language? ☐ Yes ☐ No If NO, what is your native language: _____

LEARNER PROGRESS RECORD

INSTRUCTIONS: After each learning session, record (1) the date and (2) the approximate number of minutes that you worked on the program.

NO.	PROGRAM NAME	DATE mo./day	TOTAL MIN.	DATE mo./day	TOTAL MIN.	DATE mo./day	TOTAL MIN.	DATE mo./day	TOTAL MIN.	DATE mo./day	TOTAL MIN.
A	ORIENTATION	/		/		/		/		/	
B	OVERVIEW	/		/		/		/		/	
0	VARIABLE IDENTIFICATION	/		/		/		/		/	
1	VARIABLE MODIFICATION	/		/		/		/		/	
2	SPEAKER'S ROLE	/		/		/		/		/	
3	LISTENER'S ROLE	/		/		/		/		/	
4	EVALUATOR'S ROLE	/		/		/		/		/	
5S	SPEAKER'S PERFORMANCE	/		/		/		/		/	
5L	LISTENER'S PERFORMANCE	/		/		/		/		/	
5E	EVALUATOR'S PERFORMANCE	/		/		/		/		/	
6	TERMINAL ROLE	/		/		/		/		/	
7S	TERMINAL PERFORMANCE	/		/		/		/		/	
7E	TERMINAL PERFORMANCE	/		/		/		/		/	

Learner does not write in this section

PRE-TEST EVALUATION _____ POST-TEST EVALUATION _____

PROGRAM CHECK-OUT

ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

QUESTIONS:

1. The purpose of the speech-communication system is to help persons achieve more _____ and _____ speech-communication behavior.
2. The majority of learners achieve all of the objectives of the entire learning system in _____ to _____ hours.
3. The materials you need for any one of the one-person Preliminary Programs are the Learner's _____ and the appropriate taped _____.
4. You should keep a record of your progress in the learning system by entering data on the data sheet after each _____ session.

PROGRAM B

SYSTEM OVERVIEW

IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

SPECIFIC OBJECTIVES

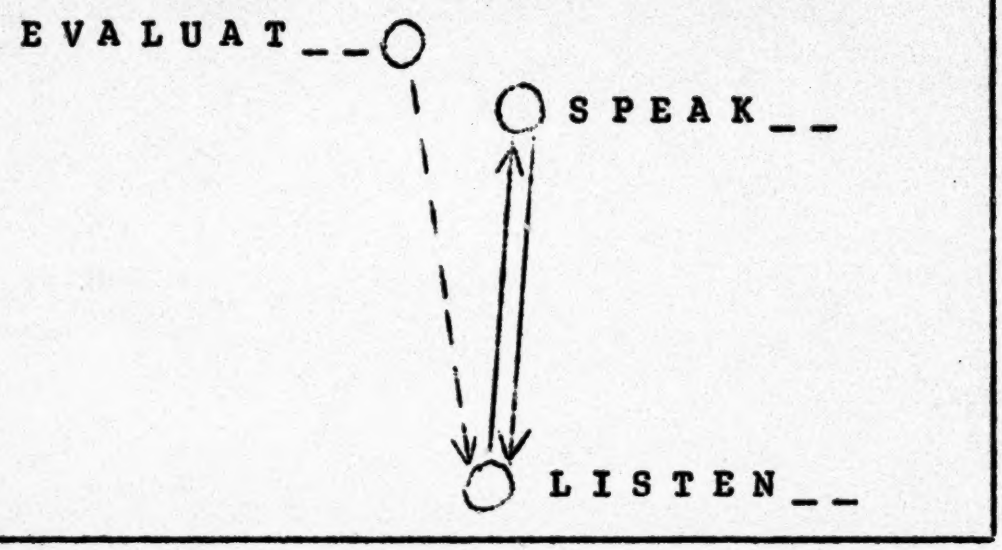
1. To provide you with a map of the learning system (in the form of a flow-chart).
2. To introduce you to the major elements in each of the learning programs.

RESPONSE SECTION

1. The various Programs and Performance sessions in the Speech-Communication Learning System are summarized in the F L _ _ C H _ _ _.
2. In the 3-person Performance Program, the three people who work together are: The S _ _ _ _ _ _, L _ _ _ _ _ _ _ and the E _ _ _ _ _ _ _ _.

3.

SEATING ARRANGEMENT FOR PROG. 5
THE 3-PERSON PERFORMANCE PROG.



4.

2 MINUTE SPEECH-COMM.
ASSIGNMENTS: PROGRAM 5

0 - EYE-C O N _ _ _ _
1 - L O U D _ _ _ _
2 - VOICE Q U A L _ _ _
3 - P I T _ _
4 - R A _ _
5 - A R T I C U L _ _ _ _ _
6 - ALL ABOVE V A R I _ _ _ _ _

5. If the Speaker produces a sentence about which the Listener is not C _ _ _ _ _ _ _ _ _, the Listener says "HM' um."
6. When the Listener says "HM' um," the Speaker should R _ _ _ _ _ and M _ _ _ _ _ his sentence.
7. If the Speaker produces a sentence about which the Evaluator if not confident, the Evaluator signals disapproval to the Listener by N _ _ _ _ _ _ his head.
8. When the Evaluator signals disapproval, the L _ _ _ _ _ _ _ should say "HM' um."

PROGRAM CHECK-OUT

ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

QUESTIONS:

1. The various activities in the learning system are summarized in the _____-_____.
2. If the Speaker produces a sentence about which the Listener is not _____, the Listener says "HM' um."
3. If the Speaker produces a sentence about which the Evaluator is not confident, the _____ signals disapproval to the Listener.
4. The Listener guides the behavior of the _____.
5. The Evaluator guides the behavior of the _____.
6. The _____ never says anything but "HM' um" and "um HM'."
7. The _____ never says anything. He just nods to the Listener to indicate confidence or lack of it.
8. When the Listener says "HM' um," the Speaker should _____ and _____ his sentence.

PRELIMINARY

PROGRAM 0

Response Form

SPEECH COMMUNICATION LEARNING SYSTEM

IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

SPECIFIC OBJECTIVES

1. To understand the nature of listener confidence in speech-communication in terms of its effects on the speaker.
2. To identify the limits of each of six speech-communication variables within which a listener is confident.
3. To provide guidelines for alternative ways of speaking on each of the six variables.

RESPONSE SECTION

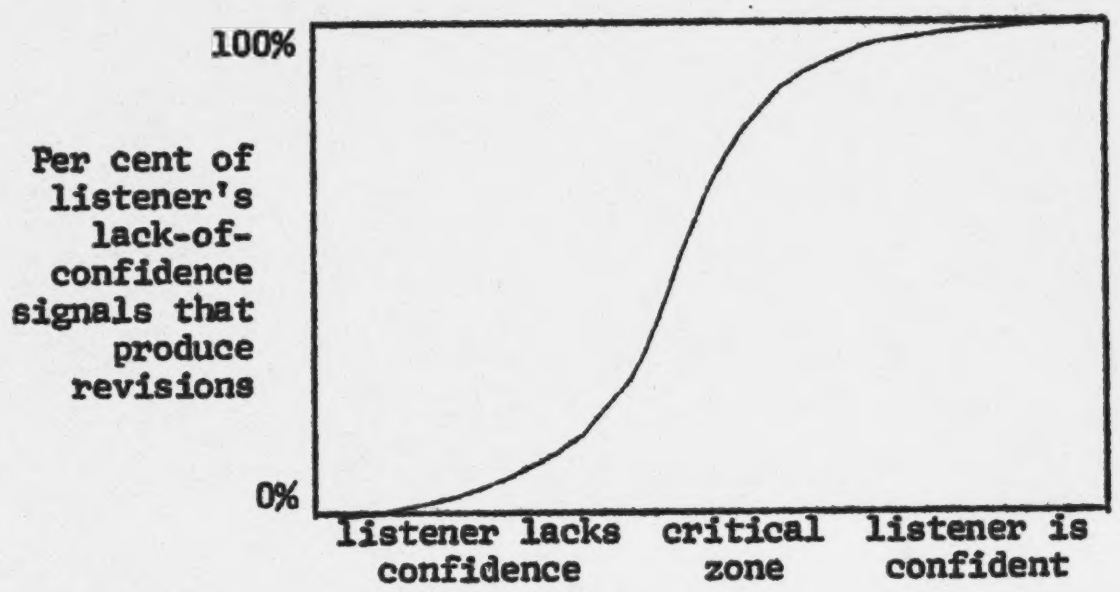
1. When we meet someone, we form opinions about him in the first few S _ _ _ _ _ _.
2. When many different persons meet the same individual, they tend to form the S _ _ _ opinion about him.
3. The opinions about others that we form in the first few seconds do not tend to change because we tend to look for only those behaviors that C _ _ _ _ _ _ our quickly formed opinions.
4. Our quickly formed opinions about persons we meet are accurate only by C _ _ _ _ _.

5. Opinions about persons we meet are formed almost entirely on the basis of their S _ _ _ _ _.
6. During the first few seconds in which two persons meet for the first time, each establishes a degree of C O N _ _ _ _ _ _ _ in the other.
7. As they continue to communicate, this confidence each has in the other tends to stay the S _ _ _.
8. What varies from moment to moment afterwards is the confidence of each person about what the other S _ _ _ and not confidence about what kind of person he I _.
9. In both cases, this _ _ _ _ _ _ _ _ _ _ _ is based almost completely on the other person's S _ _ _ _ _.
10. The seven major variables that influence listener confidence are:

E _ _ C O N _ _ _ _
L _ _ _ N E S S
V O I _ _ Q U A L _ _ _
P I _ _ _
R A _ _
A R T I C _ _ _ _ _ _ _
D I C _ _ _ _

Variable 0 -- EYE CONTACT

Maintain readiness to revise on basis of his listener's lack-of-confidence signals.



11 A. The listener gives a S I G _ _ _ to mean that he lacks confidence.

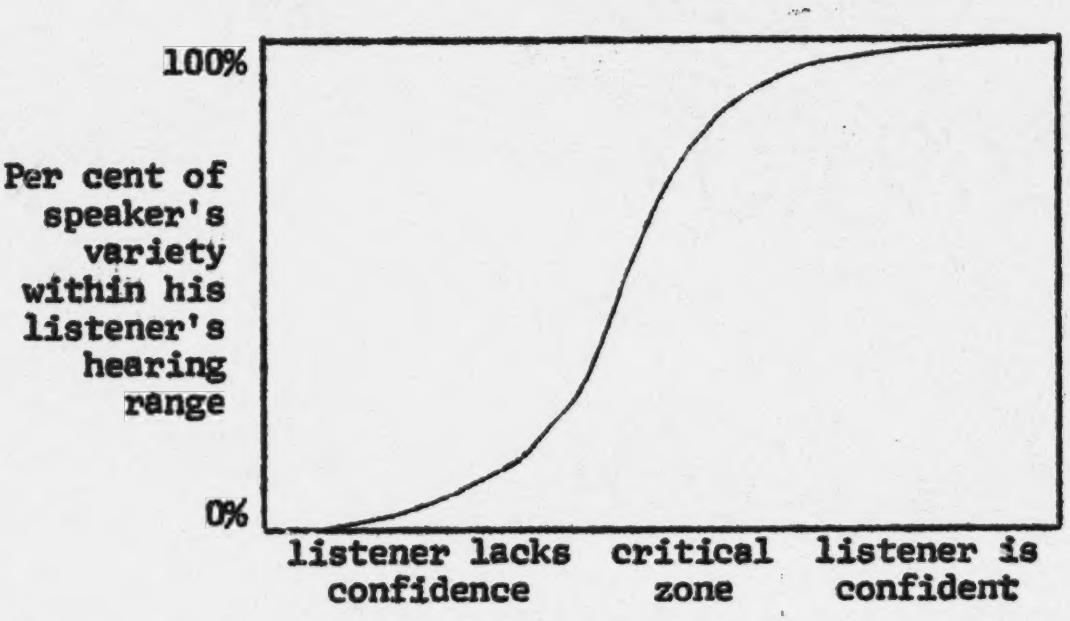
11 B. The speaker with eye contact can D E _ _ _ _ this.

11 C. The speaker with eye contact will then R E _ _ _ _.

11 D. This will give the listener C O N _ _ _ _ _ _ _.

Variable 1 -- LOUDNESS

Maintain variety in loudness within his listener's hearing range.

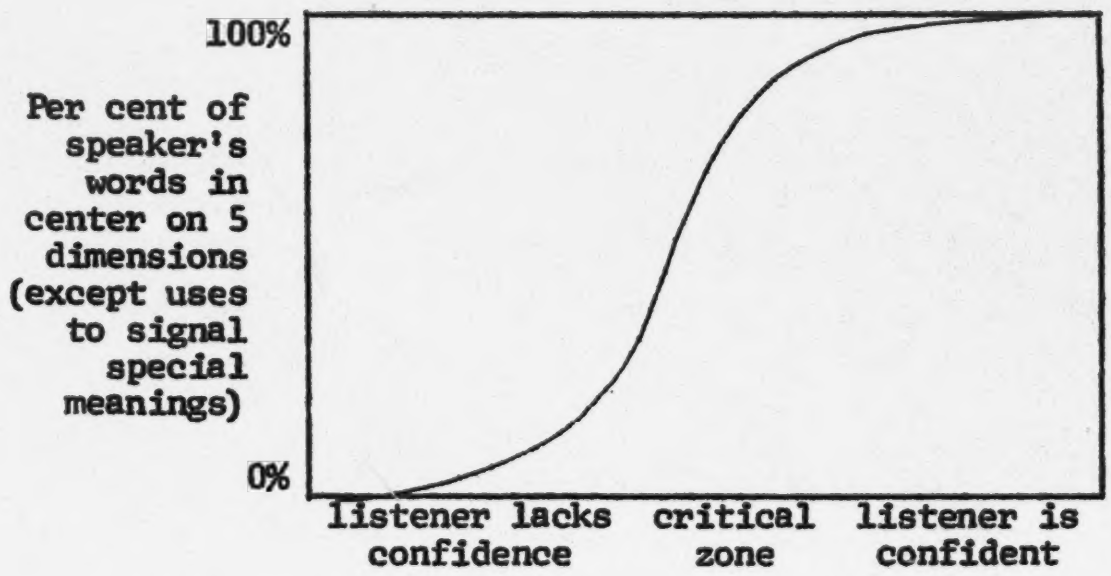


12. Loudness is maintained when the speaker's syllables V _ _ _ in loudness and the listener can easily hear the L _ _ _ _ loud syllable.

Variable 2 -- VOICE QUALITY

Maintain a voice quality that varies from the middle on five dimensions to signal special meanings for certain words.

Special meanings	Lack-of-confidence zone	Confidence Zone Dimension Descript.	Lack-of-confidence zone	Special meanings
softness, lightness, fear, awe, doubt	breathy	I--Degree of effort to close vocal folds against air pressure from below	tense	anger, importance
dullness, boredom	flat	II--vertical positioning of vocal folds	thin	doubt, insincerity
tentativeness, ridicule	throaty	III--horizontal positioning of base of tongue	fronted	irritation, precision
unimportance	denasal	IV--degree of sound energy in nasal cavity	nasal	complaint
weakness, haste	clavicular	V--degree of sound energy in chest	crotund	importance, largeness


100%
Per cent of speaker's words in center on 5 dimensions (except uses to signal special meanings)
0%
listener lacks confidence
critical zone
listener is confident

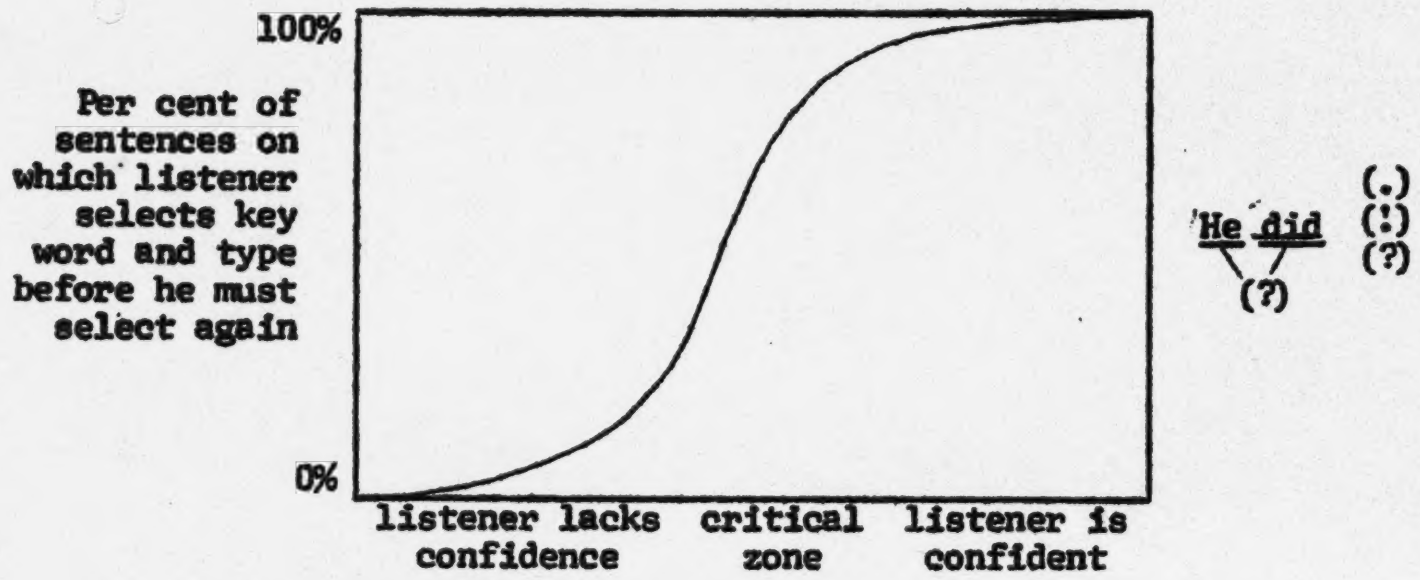
13. Complete each statement by putting a letter in each box.

A BREATHY voice quality is produced with:	☐	A. the tongue base far to the rear.
A TENSE voice quality is produced with:	☐	B. very little sound energy in the chest.
A FLAT voice quality is produced with:	☐	C. very little effort to keep the vocal folds closed.
A THIN voice quality is produced with:	☐	D. lots of sound energy in the chest.
A THROATY voice quality is produced with:	☐	E. lots of sound energy in the cavity above the mouth.
A FRONTED voice quality is produced with:	☐	F. the tongue base far to the front.
A DENASAL voice quality is produced with:	☐	G. the vocal folds high in the neck.
A NASAL voice quality is produced with:	☐	H. very much effort to keep the vocal folds closed.
A CLAVICULAR voice quality is produced with:	☐	I. very little sound energy in the cavity above the mouth.
An OROTUND voice quality is produced with:	☐	J. the vocal folds low in the neck.

14. A speaker with listener _ _ _ _ _ _ _ _ _ _ _ will maintain a voice quality that varies from the M _ _ _ _ _ of five dimensions to signal special meanings for certain W _ _ _ _.

Variable 3 -- PITCH VARIETY

Maintain pitch variety on each sentence to enable his listener to select each sentence's key word and sentence type before he must select again.



15 A. You ☐ saw ☐ that movie ☐ . ☐ ! ☐ ? ☐

15 B. Mary ☐ went home ☐ before noon ☐ . ☐ ! ☐ ? ☐

15 C. I ☐ saw him ☐ today ☐ . ☐ ! ☐ ? ☐

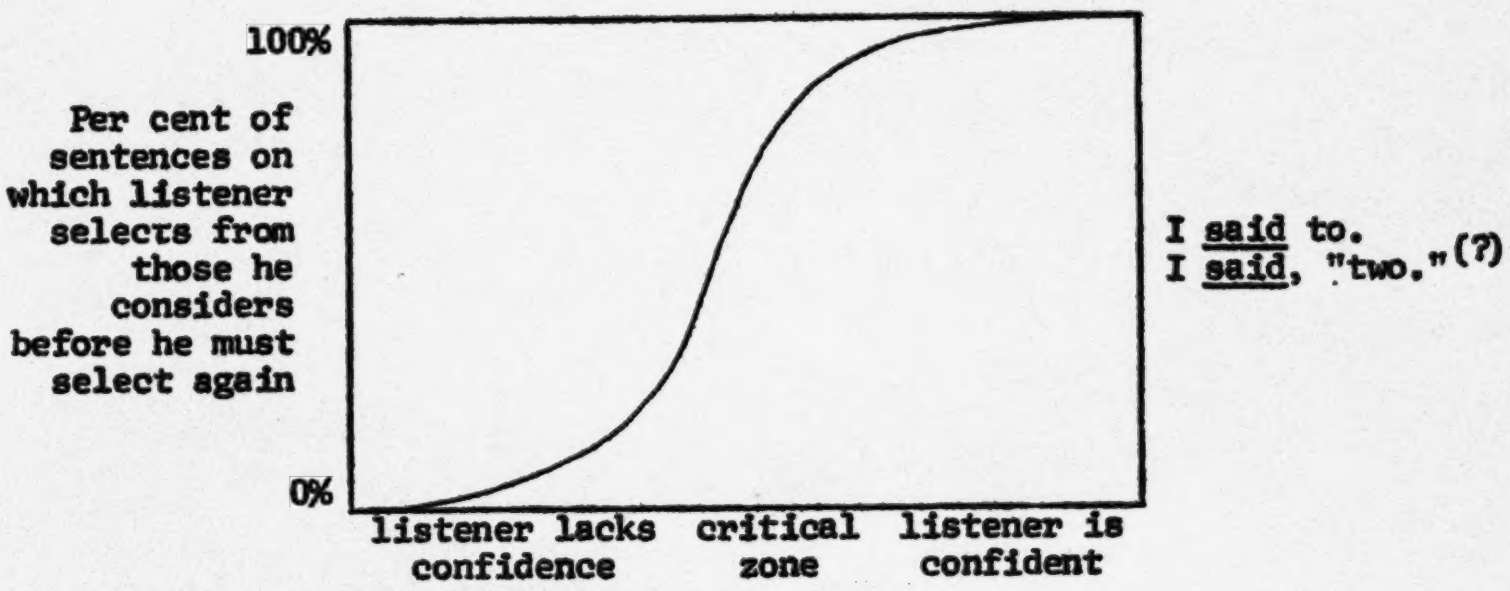
15 D. She ☐ loves ☐ him ☐ . ☐ ! ☐ ? ☐

15 E. You ☐ did ☐ that ☐ . ☐ ! ☐ ? ☐

16. A speaker with listener confidence will maintain pitch variety on any sentence to enable his listener to select that sentence's _ _ _ word and sentence T _ _ _ before he must select again.

Variable 4 -- RATE

Maintain variety in rate of sentence production to enable his listener to select among those sentences he considers before he must select again.


100%
Per cent of sentences on which listener selects from those he considers before he must select again
0%
listener lacks confidence
critical zone
listener is confident
I said to.
I said, "two."(?)

17 A. Mr. Smith, our milkman is ill. ☐
Mr. Smith, our milkman, is ill. ☐

17 B. Miss Lee, his secretary, will see you now. ☐
Miss Lee, his secretary will see you now. ☐

17 C. "Which" is the word you want? ☐
Which is the word you want? ☐

17 D. He said, "I can go." ☐
He said I can go. ☐

17 E. He bought some salt, pork and eggs. ☐
He bought some salt pork and eggs. ☐

17 F. He said to my brother, Sam, "I'm a fool." ☐
He said to my brother, "Sam, I'm a fool." ☐

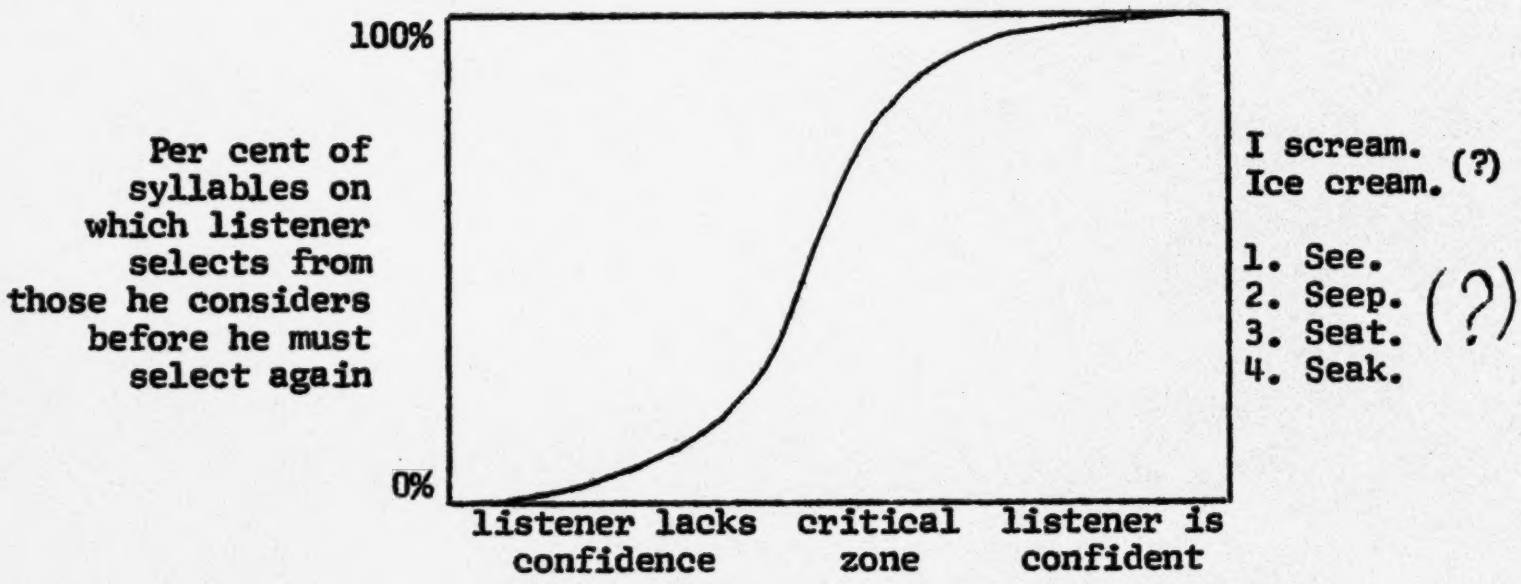
17 G. You should; try again. ☐
You <u>should</u> try again. ☐

17 H. Mary, the lady on your right, is leaving. ☐
Mary, the lady on your right is leaving. ☐

18. A speaker with listener _ _ _ _ _ _ _ _ _ _ _ will maintain variety in rate of S E N _ _ _ _ _ production to enable his listener to S _ _ _ _ _ among those he considers before he must select again.

Variable 5 -- ARTICULATION

Maintain variety in syllable production to enable his listener to select among those words he considers before he must select again.



19 A. They are strangers in town. ☐
There are strangers in town. ☐

19 B. Is it thin? ☐
Is it tin? ☐

19 C. It's his fodder. ☐
It's his father. ☐

19 D. Are they deceased? ☐
Are they diseased? ☐

19 E. I don't want the latter to be used. ☐
I don't want the ladder to be used. ☐

19 F. Bill earned what he needed. ☐
Bill learned what he needed. ☐

19 G. Are they Thursday? ☐
Are they thirsty? ☐

19 H. He used some mice in the experiment. ☐
He used some ice in the experiment. ☐

20. A speaker with listener confidence will maintain variety in S Y L L _ _ _ _ production to enable his listener to S _ _ _ _ _ among those W _ _ _ _ he considers before he must select again.

PROGRAM CHECK-OUT

ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

QUESTIONS:

1. During the first few seconds in which two persons meet for the first time, each establishes a degree of _____ in the other.
2. What varies from moment to moment afterwards is the confidence of each person about what the other _____ and not confidence about what kind of person he _____.
3. The seven major variables that influence listener confidence are:

   _____ - _____

   _____

   _____ _____

   _____

   _____

   _____

   _____

4. Eye contact is maintained when the speaker _____ on the basis of lack-of-confidence signals he receives from his listener.
5. Loudness is maintained when the speaker's syllables _____ in loudness and the listener can easily hear the _____ loud syllable.

6. A speaker with listener confidence will maintain a voice quality that varies from the _____ of five dimensions to signal special meanings for certain _____.

7. A speaker with listener confidence will maintain pitch variety on any sentence to enable his listener to select that sentence's _____ word and sentence _____ before he must select again.

8. A speaker with listener confidence will maintain variety in rate of _____ production to enable his listener to select among those he considers before he must select again.

9. A speaker with listener confidence will maintain variety in _____ production to enable his listener to select among those _____ he considers before he must select again.

PRELIMINARY

PROGRAM 1

SPEECH-COMMUNICATION LEARNING SYSTEM

PROGRAM 1 -- VARIABLE MODIFICATION

IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

SPECIFIC OBJECTIVES

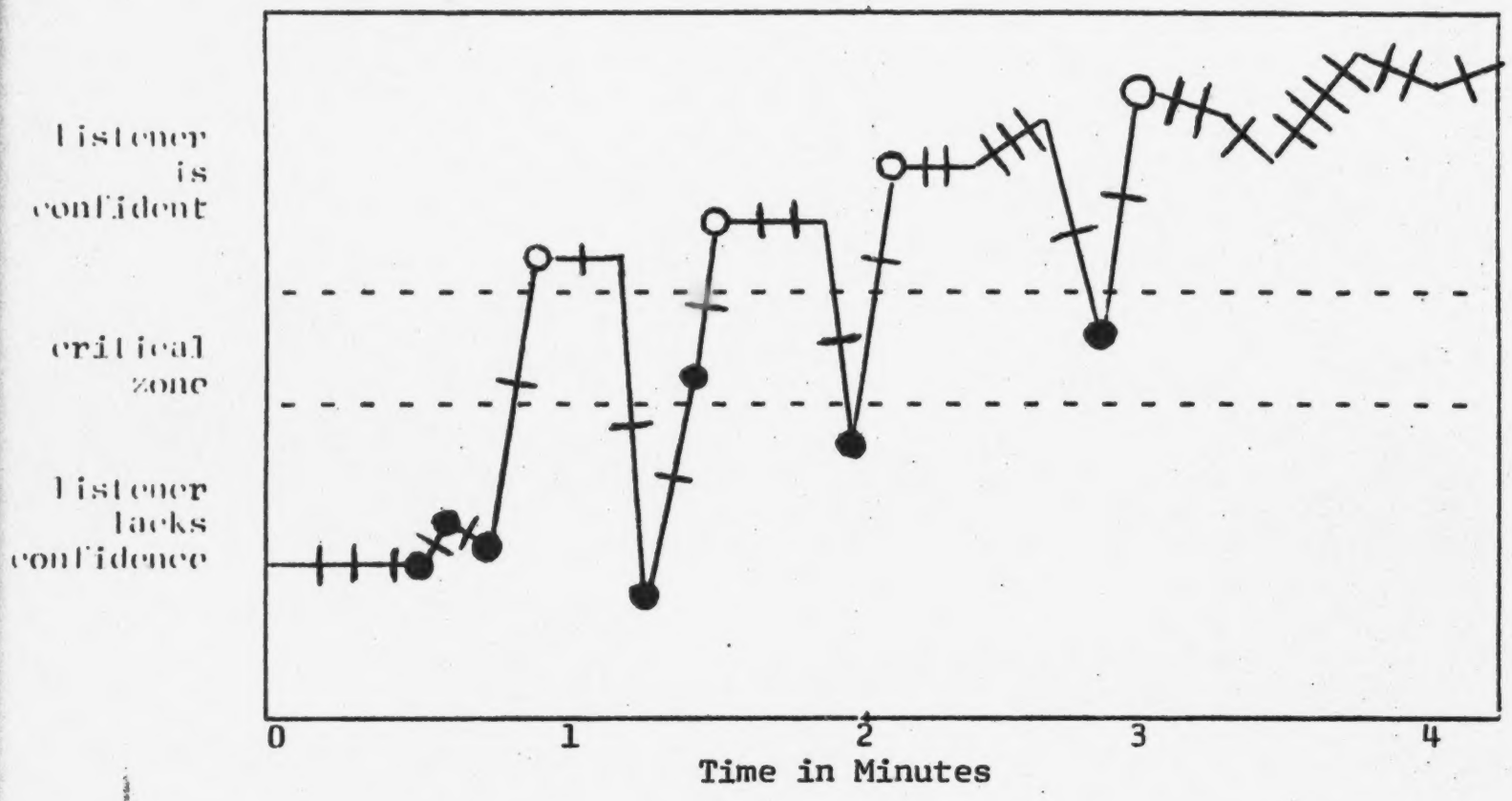
1. Sensitize the learner to the dynamics of variable change in the Speech-Communication Learning System.
2. Convince the learner that he should reject all critical zone speech-communication behavior regardless of extent of improvement.
3. Inform the learner about rate of behavioral change under these conditions.

RESPONSE SECTION

1. For someone's speech-communication behaviors to change, he must B E _ _ _ _.
2. For someone's speech-communication behaviors to change, he must be N O _ _ _ _ _ _ the M O _ _ _ _ any behavior produces lack-of-confidence.
3. For someone's speech-communication behaviors to change, he must behave, and he must be notified the moment any behavior produces _ _ _ _-of-confidence.

4. At the moment a speaker is notified that his speech-communication behavior produces lack-of-confidence, he must know the V A R _ _ _ _ _ that produced this lack-of-confidence, and he must know ways to M O _ _ _ _ his behavior on that variable.
5. For someone's speech-communication behavior to change, he must behave, he must be notified the moment any behavior produces lack-of-confidence, at that moment he must know the V _ _ _ _ _ _ _ that produced lack-of-confidence, he must know ways to modify his behavior on that variable, and he must be notified when any modification he tries produces C O N _ _ _ _ _ _ _.
6. In Performance Sessions, the listener is responsible for notifying the speaker when his speech-communication behavior produces _ _ _ _-of-confidence, and for notifying him when any modification of that behavior produces _ _ _ _ _ _ _ _ _ _.
7. The two signals the listener uses are "HM' um" and "um HM'." He signals that a behavior has produced _ _ _ _-of-confidence by saying, "_ _ ' _ _."
8. The two signals the listener uses are "HM' um" and "um HM'." He signals that a M _ _ _ _ _ _ _ _ _ _ _ _ of a behavior produces confidence by saying, "_ _ _ _'."
9. In Performance Sessions, the speaker is responsible for engaging continuously in speech-communication _ _ _ _ _ _ _ _, and for being able to _ _ _ _ _ _ his behavior on any of _ _ _ variables when his listener signals _ _ _ _-of-confidence.

10. Rate of change in speech-communication behavior increases as the listener notifies the speaker F A _ _ _ _, as the speaker has M O _ _ ways to modify his behavior, and as the listener does N _ _ signal confidence when behavior shifts from lack-of-confidence into the C R _ _ _ _ _ _ Z _ _ _.



Performance Sample	Variable
1	C -- Eye Contact
2	1 -- Loudness
3-5	2 -- Voice Quality
6	3 -- Pitch
7	4 -- Rate
8	5 -- Articulation

11. Variable modification usually occurs in less than ten

_ _ _ _ _ _ _.

12. Variable modification occurs faster when the listener says "HM' um" _ _ _ _ _ _ _, when the listener keeps saying "HM' um" regardless of improvement until _ _ _ _ _ _ _ _ _ _ _ is produced, and when the speaker does not lack ways to _ _ _ _ _ _ his behavior when "HM' um" is signaled to him.

PROGRAM CHECK-OUT

ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

QUESTIONS:

1. For someone's speech-communication behavior to change, he must behave, he must be notified the moment any behavior produces lack-of-confidence, at that moment he must know the _____ that produced lack-of-confidence, he must know ways to modify his behavior on that variable, and he must be notified when any modification he tries produces _____.
2. In Performance Sessions, the listener is responsible for notifying the speaker when his speech-communication behavior produces _____-of-confidence, and for notifying him when any modification of that behavior produces _____.
3. In Performance Sessions, the speaker is responsible for engaging continuously in speech-communication _____, and for being able to _____ his behavior on any of _____ variables when his listener signals _____-of-confidence.
4. Rate of change in speech-communication behavior increases as the listener notifies the speaker _____, as the speaker has _____ ways to modify his behavior, and as the listener does _____ signal confidence when behavior shifts from lack-of-confidence into the _____ _____.

5. Variable modification occurs faster when the listener says "HM' um" _____, when the listener keeps saying "HM' um" regardless of improvement until _____ is produced, and when the speaker does not lack ways to _____ his behavior when "HM' um" is signaled to him.

PROGRAM	2
SPEAKER	ROLE

IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

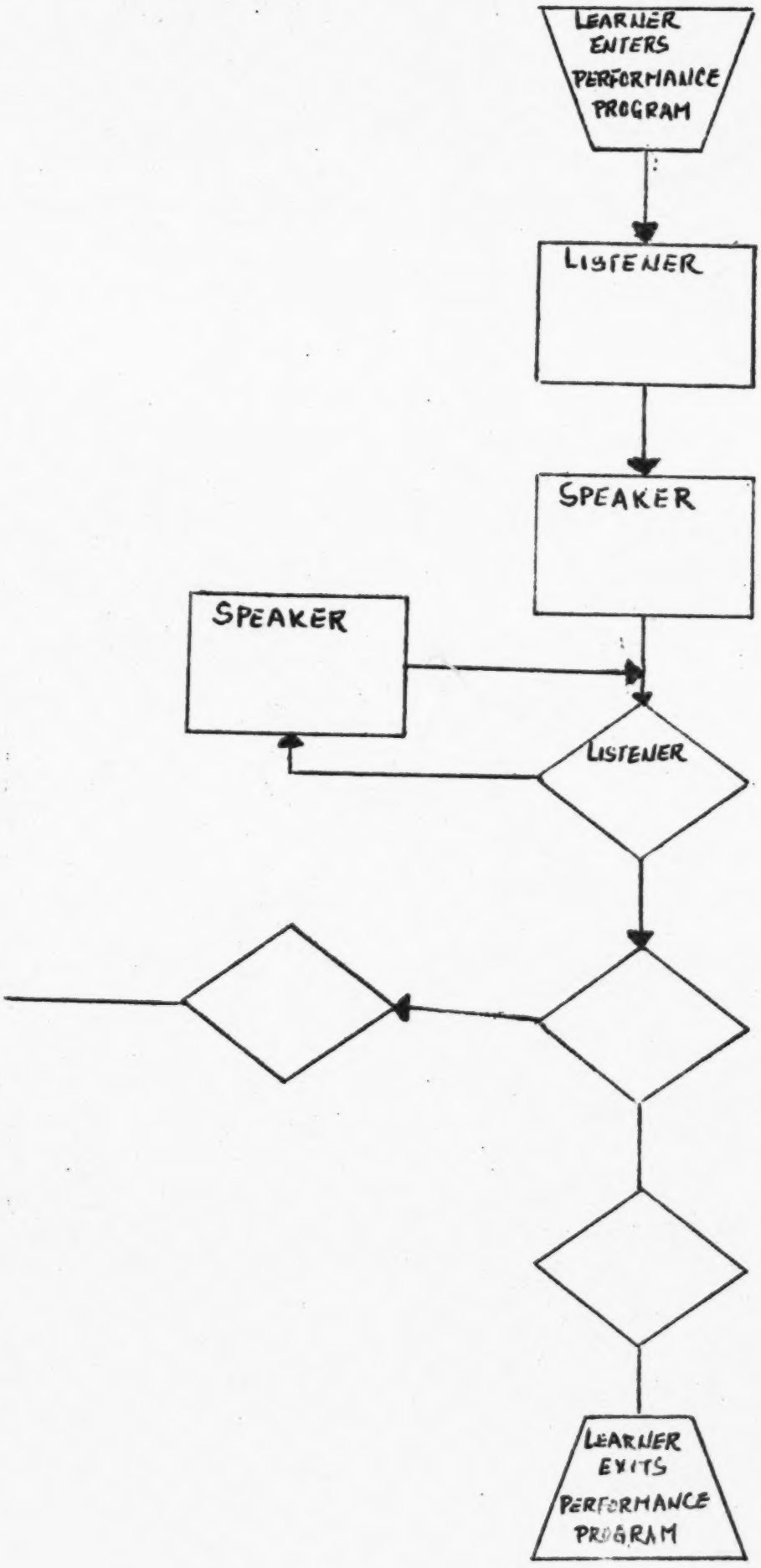
SPECIFIC OBJECTIVES

1. Describe the basic speaker task.
2. Describe listener-oriented sentences.
3. Describe the process of sentence modification.

RESPONSE SECTION

1. In this program, the concern centers on:
   - Sentences spoken to a S T _ _ _ _ _ _.
   - Sentences with T E _ _ _ _ _ _ _ words in them,
   - Sentences which the listener must A _ _ on.
2. The basic task of the speaker is to fit his sentences to the C A _ _ _ _ _ _ of his listeners.

FLOW CHART FOR PERFORMANCE PROGRAM



3. The four stages in sentence modification are:

   - forming a complete sentence from sentence F R _ _ _ _ _ _ _,
   - to repeat and M _ _ _ _ _ a sentence,
   - to E S _ _ _ _ _ _ the confidence of a listener,
   - to P _ _ _ sentences that are received with confidence.

PROGRAM CHECK-OUT

ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

1. The basic task of the speaker is to _____

   _____.

2. Listener-oriented sentences must be both _____

   _____.

3. The process of sentence modification has the following four stages:

   _____

   _____

   _____

   _____

PROGRAM	3
LISTENER	ROLE

IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

SPECIFIC OBJECTIVES

1. Describe the persons the listener represents.
2. Describe the process of sentence modification.
3. Demonstrate "fast and clear" reaction to the six essential variables.
4. Describe the four listener decisions:

   ▱ when speaker says one complete sentence

   ▱ when speaker maintains a variable for two minutes

   ▱ when time to end a session arrives

   ▱ when Assignment Six is completed.

RESPONSE SECTION

1. The listener R E _ _ _ _ _ an A U _ _ _ _ _ _.
2. The Listener signals within O _ _ second if he is confident.
3. The process of sentence M O _ _ _ _ _ _ _ _ _ _ _ begins when a speaker says one complete S E _ _ _ _ _ _. The listener signals C O N _ _ _ _ _ _ _. HM'um signals N _ confidence. The speaker repeats and M O _ _ _ _ _ S the sentence. When the listener changes from HMum to um'HM he signals that he has B E _ _ _ _ confident.

VARIABLES

0. EYE-CONTACT

Maintain readiness to modify on basis of listener's lack of confidence signals.

1. LOUDNESS

Maintain variety in loudness within his listener's hearing range. ☐

2. VOICE-QUALITY

Maintain a voice quality that varies from the middle on five dimensions to signal special meanings for certain words. ☐

3. PITCH

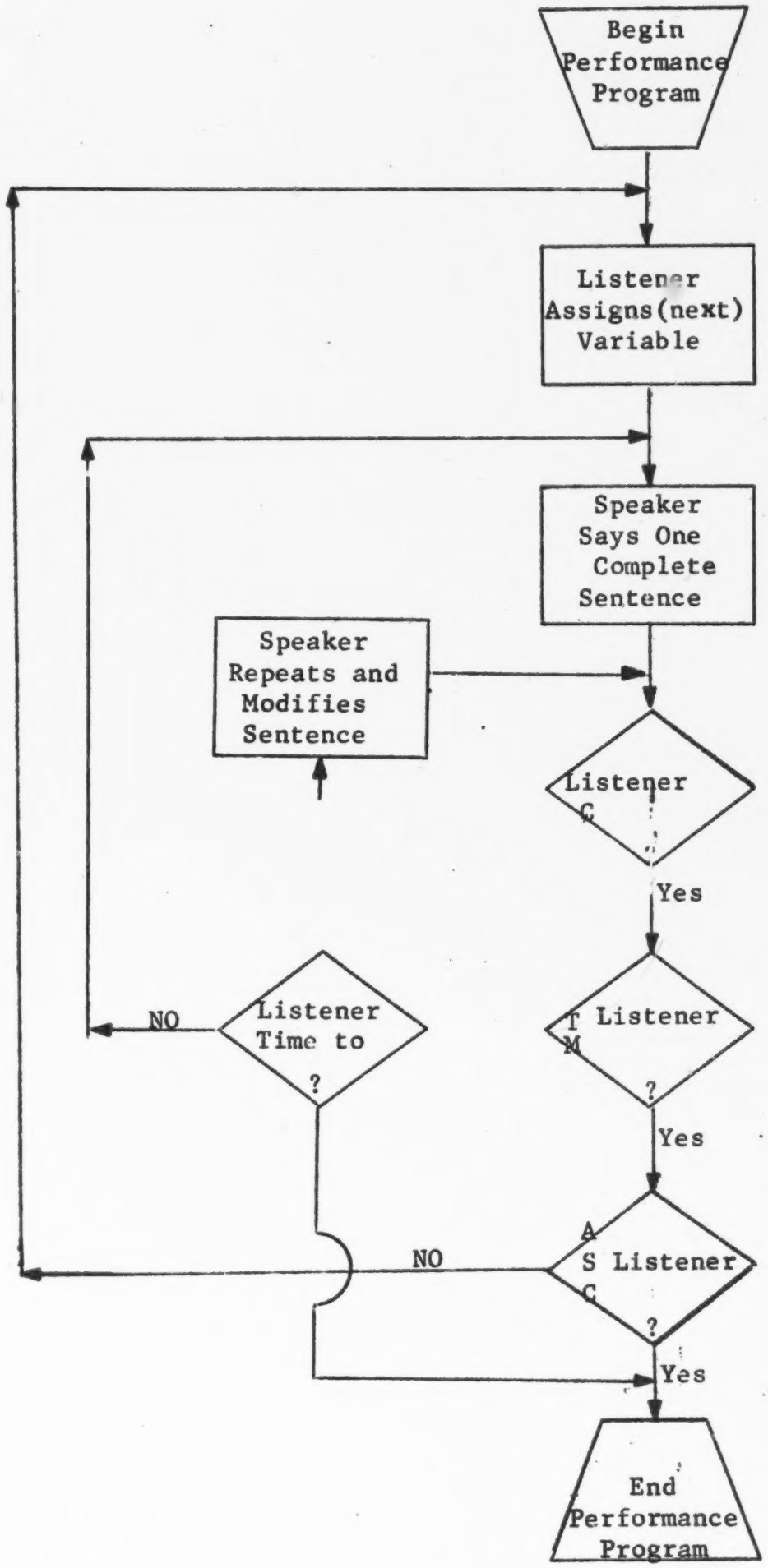
Maintain pitch variety on each sentence to enable his listener to select each sentence's key word and sentence type before he must select again. ☐

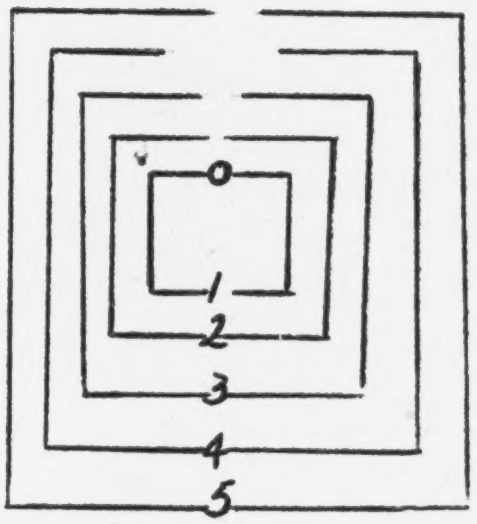
4. RATE

Maintain variety in rate of sentence production to enable his listener to select among those sentences he considers before he must select again. ☐

5. ARTICULATION

Maintain variety in syllable production to enable his listener to select among those words he must consider before he must select again. ☐





LISTENER DECISIONS

	when Speaker says one complete sentence.
	when Speaker maintains variable for two minutes.
	when session ends.
	when Assignment Six is completed.

PROGRAM CHECK-OUT

ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

1. The Listener represents persons who

   (1) are _____ to the Listener.

   (2) must listen to _____ information.

   (3) must _____ on the basis of what they hear.

2. A sentence is modified by the process of the Speaker _____, the Listener _____, and the Speaker _____ the sentence.

3. "Fast and clear" reaction to the six essential variables:

   (Copy scores from boxes on page 3-2)

   0.

   1.

   2.

   3.

   4.

   5.

4. The four Listener decisions:

   (1)_____.

   (2)_____.

   (3)_____.

   (4)_____.

PROGRAM 4

EVALUATOR ROLE

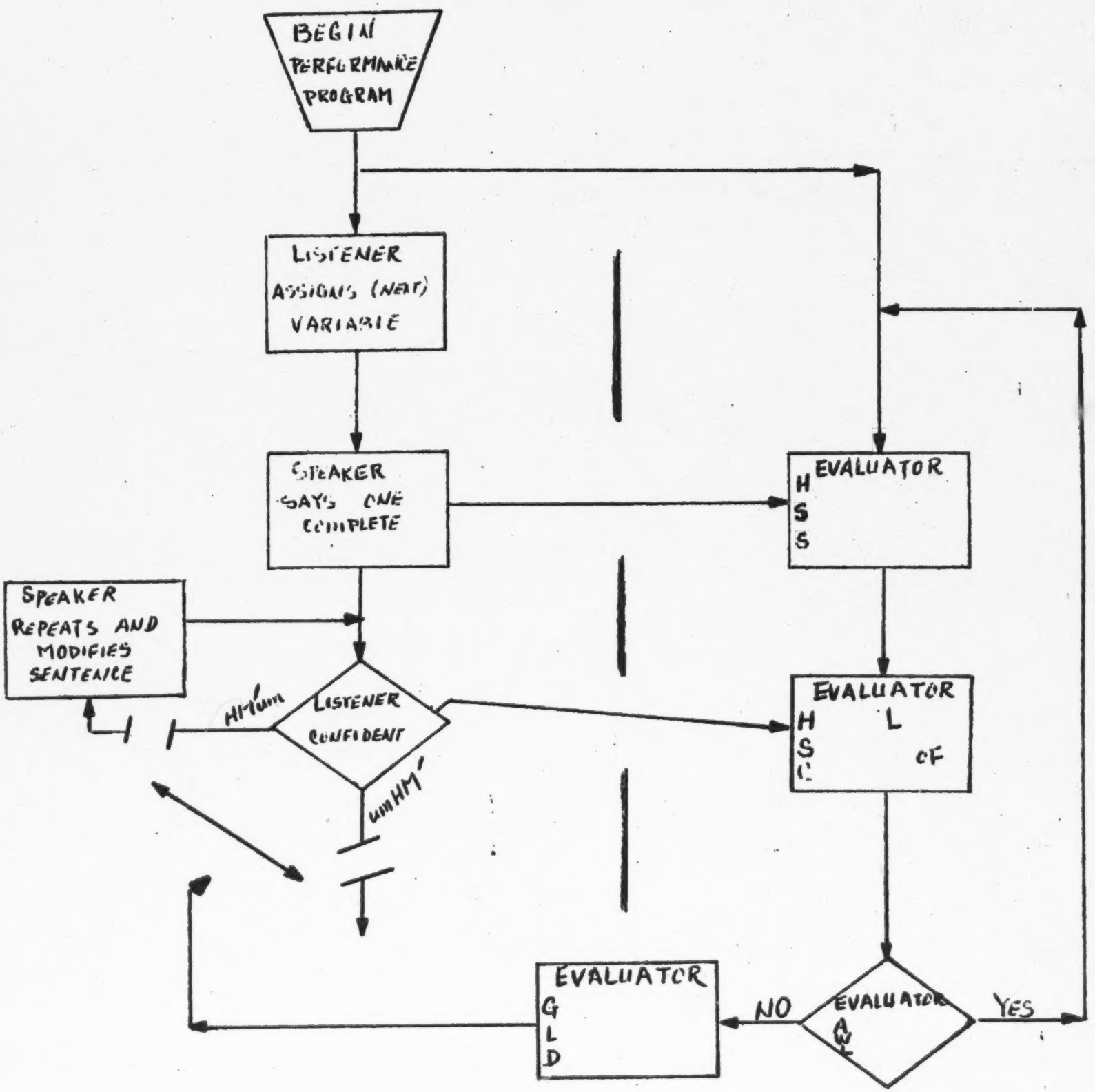
IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

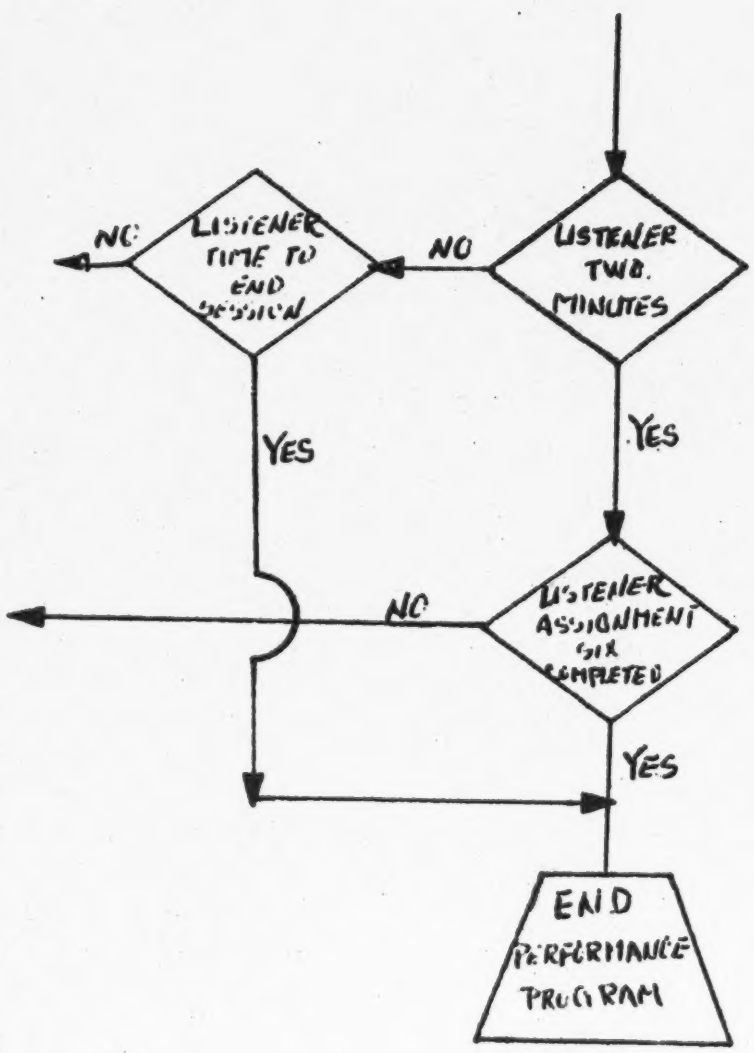
SPECIFIC OBJECTIVES

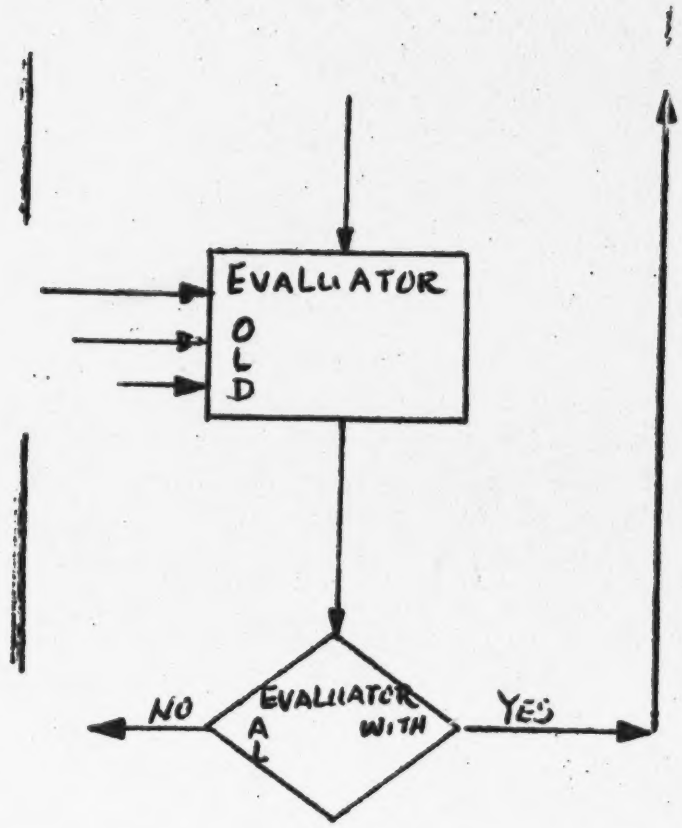
1. Guide the Listener decisions when necessary.
2. Record response data on the Performance Program.

RESPONSE SECTION

1. The Evaluator G _ _ _ _ _ the Listener.
2. The Evaluator guides the Listener decision of C _ _ _ _ _ _ _ _ _ _.
3. The Evaluator also guides Listener decisions on changing V _ _ _ _ _ _ _ _; on time to E _ _ session, and when assignment S _ _ is completed.
4. Each of the four Listener decisions are N _ or Y _ _ decisions.
5. The Listener signals confidence with "H _ _ _" or "um _ _."
6. The Evaluator signals agreement by S _ _ _ _ _ _.
7. The Evaluator signals disagreement by N _ _ _ _ _ _ his H _ _ _.
8. The Listener C H _ _ _ _ _ his decision when the Evaluator signals him to do so.


BEGIN PERFORMANCE PROGRAM
LISTENER ASSIGNS (NEXT) VARIABLE
SPEAKER SAYS ONE COMPLETE
EVALUATOR
H
S
S
SPEAKER REPEATS AND MODIFIES SENTENCE
HMM
LISTENER CONFIDENT
UMHM
EVALUATOR
H L
S
C OF
EVALUATOR
G
L
D
NO
EVALUATOR
YES


NO
LISTENER TIME TO END SESSION
NO
LISTENER TWO MINUTES
YES
YES
NO
LISTENER ASSIGNMENT SIX COMPLETED
YES
END PERFORMANCE PROGRAM


EVALUATOR
O
L
D
NO
EVALUATOR WITH ALL
YES

EVALUATION FORM

EVALUATOR NAME_____ Hour _____ Date _____

NOTES

STRONG POINTS	WEAK POINTS

(COMPLETE AFTER SESSION)

RECOMMENDATIONS FOR PROGRAM IMPROVEMENT:

(Use back of sheet if necessary)

PROGRAM-CHECK-OUT

ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

QUESTIONS:

1. The Evaluator _____ the Listener.
2. The Evaluator nods or shakes his head sideways when he does not _____ with a decision the Listener has made.
3. When the Evaluator shakes his head sideways, the Listener _____ his decision.
4. The Evaluator also takes _____ on the responses of the Speaker and the Listener.
5. From these notes, he makes one or more _____ that the staff will employ in revising the Speech Communication Learning System.

CHECKOUT

SPEECH-COMMUNICATION PERFORMANCE PROGRAM

Speaker's Script

Sit in Speaker's chair facing Listener. Read the following script. Each of you has the same script, except that answers to questions directed to you are not shown on your script.

	Statement	Answer	
1. Listener (to Speaker)	When the session begins, we will start working on Variable Number Zero. What does Variable Number Zero refer to?		IF SPEAKER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
2. Listener (to Speaker)	When I say, "HM um," what do you do?		IF SPEAKER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
3. Listener (to Speaker)	After I have said, "HM um" one or more times, how will you know when I mean "Go ahead" instead of "Go back?"		IF SPEAKER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
4. Evaluator (to Listener)	When I nod my head from left to right, this way, what do you do?	Listener must answer immediately: I say "HM um" and reset the two-minute timer.	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
5. Evaluator (to Listener)	When I nod my head up and down, this way, what do you do?	Listener must answer immediately: I say, "um HM."	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.

6.	Evaluator (to Listener)	If you reset the two-minute timer, and the light doesn't come on, what does that mean?	Listener must answer immediately: The session is over.	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
7.	Evaluator (to Listener)	Where is the number and name of every variable listed in order?	Listener must answer immediately: In my Learner Handbook.	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
8.	Evaluator (to Listener)	How will the speaker know which variable he is to work on?	Listener must answer immediately: I will tell him.	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
9.	Evaluator (to Listener)	If the speaker is working on any of the Variables 0, 1, 2, 3, 4 or 5 and the timer light goes off, what two things do you do?	Listener must answer immediately: I reset the timer and announce the next variable.	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
10.	Evaluator (to Listener)	Let's suppose you are working on Assignment Number 6, all variables, and the timer light goes off. You reset the two-minute timer, and the light comes on. What does that mean?	Listener must answer immediately: The session is over.	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
11.	Evaluator (to Listener)	Turn both timer controls full on.		
12.	Listener (to Speaker)	All right. Let's begin. The first variable is Variable Zero, Eye Contact.		

CHECKOUT

SPEECH-COMMUNICATION PERFORMANCE PROGRAM

Listener's Script

Sit in Listener's chair facing the Speaker and Evaluator. Read the following script. Each of you has the same script, except that answers to questions directed to you are not shown on your script.

	Statement	Answer	
1. Listener (to Speaker)	When the session begins, we will start working on Variable Number Zero. What does Variable Number Zero refer to?	Speaker must answer immediately: Eye Contact.	IF SPEAKER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
2. Listener (to Speaker)	When I say, "HM um," what do you do?	Speaker must answer immediately: I say the same words I just said in a different way.	IF SPEAKER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
3. Listener (to Speaker)	After I have said, "HM um" one or more times, how will you know when I mean "Go ahead" instead of "Go back?"	Speaker must answer immediately: You will say, "um HM."	IF SPEAKER'S ANSWER INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
4. Evaluator (to Listener)	When I nod my head from left to right this way, what two things do you do?		IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
5. Evaluator (to Listener)	When I nod my head up and down, this way, what do you do?		IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.

6.	Evaluator (to Listener)	If you reset the two-minute timer, and the light doesn't come on, what does that mean?	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
7.	Evaluator (to Listener)	Where is the number and name of every variable listed in order?	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
8.	Evaluator (to Listener)	How will the speaker know which variable he is to work on?	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
9.	Evaluator (to Listener)	If the speaker is working on any of the Variable 0, 1, 2, 3, 4, or 5 and the timer light goes off, what two things do you do?	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
10.	Evaluator (to Listener)	Let's suppose you are working on Assignment Number 6 , all variables, and the timer light goes off. You reset the two-minute timer, and the light comes on. What does that mean?	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
11.	Evaluator (to Listener)	Turn both timer controls full on.	
12.	Listener (to Speaker)	All right. Let's begin. The first variable is Variable Zero, Eye Contact.	

CHECKOUT

SPEECH-COMMUNICATION PERFORMANCE PROGRAM

Evaluator's Script

Sit in the Evaluator's chair behind the Speaker and facing the Listener. Read the following script. Each of you has the same script, except that answers to questions directed to you are not shown on your script.

		Statement	Answer	
1.	Listener (to Speaker)	When the session begins, we will start working on Variable Number Zero. What does Variable Number Zero refer to?	Speaker must answer immediately: Eye Contact.	IF SPEAKER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN
2.	Listener (to Speaker)	When I say, "HM um," what do you do?	Speaker must answer immediately: I say the same words I just said in a different way.	IF SPEAKER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
3.	Listener (to Speaker)	After I have said, "HM um" one or more times, how will you know when I mean "Go ahead" instead of "Go back?"	Speaker must answer immediately: You will say, "um HM."	IF SPEAKER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
4.	Evaluator(to Listener)	When I nod my head from left to right, this way, what two things do you do?	Listener must answer immediately: I say "HM um" and reset the two-minute timer.	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
5.	Evaluator(to Listener)	When I nod my head up and down this way, what do you do?	Listener must answer immediately: I say, "um HM."	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.

6.	Evaluator(to Listener)	If you reset the two-minute timer, and the light doesn't come on, what does that mean?	Listener must answer immediately: The session is over.	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
7.	Evaluator(to Listener)	Where is the number and name of every variable listed in order?	Listener must answer immediately: In my Learner Handbook.	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
8.	Evaluator(to Listener)	How will the speaker know which variable he is to work on?	Listener must answer immediately: I will tell him.	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
9.	Evaluator(to Listener)	If the speaker is working on any of the Variable 0, 1, 2, 3, 4, or 5 and the timer light goes off, what two things do you do?	Listener must answer immediately: I reset the timer and announce the next variable.	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DELAYED, ASK QUESTION AGAIN.
10.	Evaluator(to Listener)	Let's suppose you are working on Variable Number 6. All variables, and the timer light goes off. You reset the two-minute timer, and the light comes on. What does that mean?	Listener must answer immediately: The session is over.	IF LISTENER'S ANSWER IS INCORRECT, PARTIALLY CORRECT OR DEALYED, ASK QUESTION AGAIN.
11.	Evaluator(to Listener)	Turn both timer controls full on.		
12.	Listener (to Speaker)	All right. Let's begin. The first variable is Variable Zero, Eye Contact.		

PROGRAM 6

TERMINAL ROLE

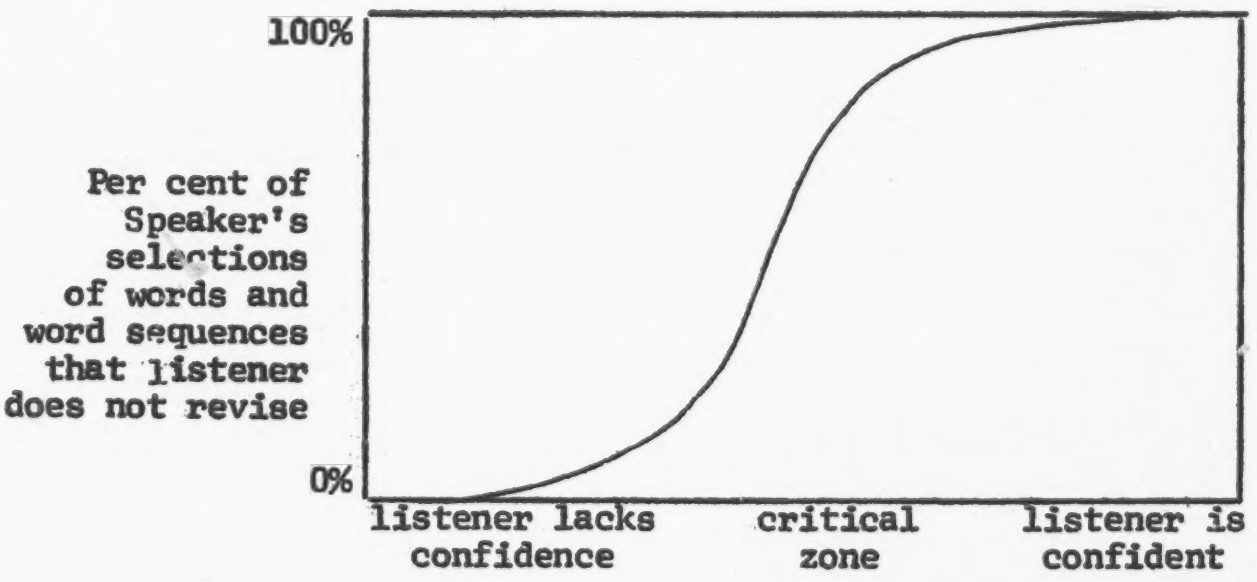
IMPORTANT: LISTEN BEFORE YOU READ. Put on the earphones. Turn on the tape. Adjust the loudness to a comfortable level. Listen to the taped program for instructions before reading any of the following material.

SPECIFIC OBJECTIVES

1. Describe the variable of diction.
2. Describe the two roles of Speaker and Evaluator in the Terminal Performance Program.
3. Describe the two assignments of developing and questioning in the Terminal Performance Program.

RESPONSE SECTION

1. Diction is related to the Speaker's choices of words and their order that do not change the B _ _ _ _ M E _ _ _ _ _ of sentences.
2. Diction is variety in the selection of words and word order to control the flow of I N _ _ _ _ _ _ _ _ _ _.


100%
Per cent of Speaker's selections of words and word sequences that listener does not revise
0%
listener lacks confidence
critical zone
listener is confident

3. A listener must sometimes revise a Speaker's information by S U B _ _ _ _ _ _ I N G.
4. A listener must sometimes revise a Speaker's information by S U M M _ _ _ _ I N G.
5. A listener must sometimes revise a Speaker's information by E L A B _ _ _ _ I N G.
6. A Speaker does N _ _ revise his information when he R E _ _ _ _ _.
7. A Speaker with listener confidence maintains variety in _ _ _ T I O N by selecting words and word orders that his listeners do not tend to R E V _ _ _.
8. When any listener needs to revise a Speaker's information, the Speaker with listener confidence will maintain variety in diction by S U B _ _ _ _ _ _ I N G, S U M M _ _ _ _ I N G or E _ _ _ _ _ _ _ I N G to his listener's S A T I S _ _ _ _ _ _ _.
9. In the Terminal Performance Program the two learner roles are the S _ _ _ _ _ _ ' S Role and the E _ _ _ _ _ _ _ _ ' S Role.
10. In any Terminal Performance session O _ _ learner is the Speaker and T _ _ learners are Evaluators.
11. The learner prepares for each Terminal Performance session by selecting a subject to talk about that he feels able to A _ _ _ _ _ questions about.
12. The learner prepares for each Terminal Performance session by deciding upon at least _ _ _ _ minutes of information that he will develop or elaborate on before he answers questions.

13. The learner does _ _ _ memorize his information or bring notes on his information to any Terminal Performance session.

14. The two tasks of the learner in the Speaker's Role in a Terminal Performance session are: (1) to maintain little need for the Evaluators to R E _ _ _ _ what he says, and (2) to revise when he is signaled to do so in ways that produce Evaluator S A T I S _ _ _ _ _ _ _ _.

15. A listener must act upon information he receives from a Speaker in ways that affect that Speaker; an Evaluator must act upon information he receives from a Speaker in ways that may not affect that Speaker, but they must affect O _ _ _ _ _.

16. The three tasks of the learner in the Evaluator's Role in a Terminal Performance session are: (1) to evaluate the Speaker's H _ _ A B I L I T Y and P R O _ _ _ A B I L I T Y, (2) to signal the Speaker when on any sentence lack-of-confidence in his ability to achieve these goals occurs, and (3) to consider questions he will ask later.

17. When an Evaluator signals lack-of-confidence in the Speaker's hirability and promotability on any sentence by saying, "HM' um," the Speaker will R E _ _ _ _. He does not R E _ _ _ _ the sentence he has just said.

18. Evaluators ask questions that lead Speakers to E X _ _ _ _ upon the information they have developed.

19. Both Evaluators sit side by side facing the Speaker, and between the two Evaluators is the T _ _ _ _.

20. Any time either Evaluator says, "HM' um," that Evaluator _ _ _ _ _ _ _ the two-minute timer.
21. When a Speaker's revision of a sentence produces confidence in both of his Evaluators, N _ _ _ _ _ _ _ Evaluator says, "HM' um."
22. When neither Evaluator says, "HM' um" to the Speaker in a T _ _ - minute period, the Speaker has completed his D E V _ _ _ _ I N G assignment.
23. When the developing assignment is completed in any Terminal Performance session, the first Q U _ _ _ _ _ _ _ I N G assignment begins.
24. The first questions are asked by the Evaluator with the _ _ _ E R Learning System Number.
25. When N _ _ _ _ _ _ _ Evaluator says, "HM' um" on any of the Speaker's replies to any of the first Evaluator's questions in any two-minute period, the second Evaluator R E _ _ _ _ the two-minute timer and begins his Q U _ _ _ _ _ _ _ I N G.
26. The two-minute timer is reset each time an Evaluator says, "HM' um" and to begin the D E _ _ _ _ _ _ _ assignment and each Q U _ _ _ _ _ _ _ _ _ _ assignments.
27. When neither Evaluator says, "HM' um" to any of the Speaker's replies to the second Evaluator's questions in any two-minute period, the timer is reset and B _ _ _ Evaluators begin their questioning.
28. The Terminal Performance Program consists of one _ _ _ _ _ _ _ I N G assignment and three _ _ _ _ _ _ _ I N G assignments.

PROGRAM CHECK-OUT

ACCEPTABLE LEVEL OF PROFICIENCY: The questions at the bottom of this page pertain to the program which you have just completed. If you miss more than one answer, you are advised to repeat the entire program.

QUESTIONS:

1. Diction is variety in the selection of words and word order to control the flow of _____.
2. When any listener needs to revise a Speaker's information, the Speaker with listener confidence will maintain variety in diction by _____, _____ or _____ to his listener's _____.
3. The two tasks of the learner in the Speaker's Role in a Terminal Performance session are: (1) to maintain little need for the Evaluators to _____ what he says, and (2) to revise when he is signaled to do so in ways that produce Evaluator _____.
4. The three tasks of the learner in the Evaluator's Role in a Terminal Performance session are: (1) to evaluate the Speaker's _____ and _____, (2) to signal the Speaker when on any sentence lack-of-confidence in his ability to achieve these goals occurs, and (3) to consider questions he will ask later.
5. Evaluators ask questions that lead Speakers to _____ upon the information they have developed.
6. The two-minute timer is reset each time an Evaluator says, "HM' um" and to begin the _____ assignment and each _____ assignment.